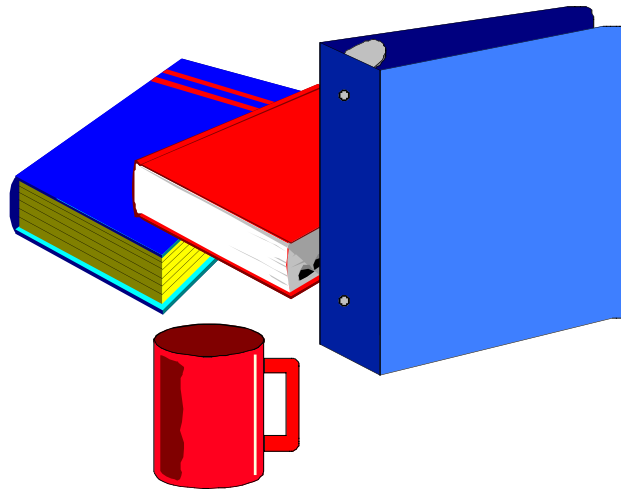


**Direct Support Professional Training  
Year 2**

# **Teacher's Resource Guide**



## **Session #2 Person-Centered Planning and Services**

**Department of Education  
and the  
Regional Occupational Centers and Programs  
in partnership with the  
Department of Developmental Services**

**2000**

## List of Class Sessions

Session	Topic	Time
1	Introduction and Supporting Choice: Identifying Preferences	3 hours
2	<b>Person-Centered Planning and Services</b>	<b>3 hours</b>
3	Person-Centered Planning and Services	3 hours
4	Communication, Problem-Solving and Conflict Resolution	3 hours
5	Positive Behavior Support: Understanding Behavior as Communication	3 hours
6	Positive Behavior Support: Adapting Support Strategies to Ensure Success	3 hours
7	Teaching Strategies: Personalizing Skill Development	3 hours
8	Teaching Strategies: Ensuring Meaningful Life Skills	3 hours
9	Supporting Quality Life Transitions	3 hours
10	Wellness: Medication	3 hours
11	Wellness: Promoting Good Health	3 hours
12	Assessment	2 hours
<b>Total Class Sessions</b>		<b>12</b>
<b>Total Class Time</b>		<b>35 hours</b>

<b>Session:</b>	<b>2</b>	
<b>Topic:</b>	<b>Person-Centered Planning and Services</b>	
<b>Core Objectives:</b>	<p>Upon completion of this session and the next, the DSP should be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the key elements and the role of the DSP in the person-centered planning process</li> <li>2. Work as a team member to maintain accurate documentation of individual goal attainment.</li> <li>3. Understand and participate in the process of assessing service quality outcomes</li> <li>4. Participate as a member of the person-centered planning team</li> <li>5. Understand the role, responsibility and rights of parents and other legally authorized representatives on the person-centered planning team</li> </ol>	
<b>Time:</b>	<b><i>Introduction and Key Words</i></b>	5 minutes
	<b><i>Activity and Discussion: What's Important for Your Life Quality</i></b>	20 minutes
	<b><i>Life Quality Values, Video and Discussion</i></b>	15 minutes
	<b><i>Introduction to Person-Centered Planning (PCP)</i></b>	5 minutes
	<b><i>A Conversation with Joe and Bruce</i></b>	20 minutes
	<b><i>Video and Active Listening Activity</i></b>	20 minutes
	<b><i>BREAK</i></b>	15 minutes
	<b><i>Choice Activity</i></b>	15 minutes
	<b><i>Role of DSP on PCP Team</i></b>	5 minutes
	<b><i>Fred's Plan, Activity and Discussion</i></b>	20 minutes
	<b><i>Teamwork and Working with Families</i></b>	15 minutes
	<b><i>Successfully Supporting Fred: Activity and Discussion</i></b>	20 minutes
	<b><i>Optional Activity and Discussion</i></b>	15 minutes
	<b><i>Practice Questions</i></b>	5 minutes
	<b><i>Ending the Session</i></b>	5 minutes
	<b>Total Time</b>	<b>180 minutes</b>

- Materials:**
- Overhead Projector or LCD Projector with compatible laptop computer and PowerPoint application;
  - Hard copy of overheads or disk with PowerPoint presentation;
  - *DSP Resource Guide* for all class participants; and
  - Videotape (VHS) copies of *Life Quality Focus Group* and *A Conversation with Joe*.

## Preparation

Instructor should read over the Teacher's Resource Guide, Overheads and Resource Guides before each session. Make sure that you are familiar with all of the information and the instructions for presentation. The information can be presented verbatim or paraphrased as long as the essential content is conveyed.

## Introduction

**Do**

**Show overhead #1**

**Say**

Welcome to Session 2 of our Year 2 course for Direct Support Professionals. This is the first of two sessions on person-centered planning.

## Key Words

**Do**

**Show overhead #2**

**Say**

Our key words for this session are:

- Person-Centered Planning
- Choice
- Preferences, Likes, Dislikes
- Ask, Observe, Ask Others
- Communication
- Teamwork

## Your Presentation Notes

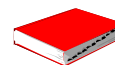
### Session 2: Person-Centered Planning and Services



Session #2, Overhead 1

### Key Words

- **Person-Centered Planning**
- **Choice**
- **Preferences (Likes and Dislikes)**
- **Ask, Observe, Ask Others**
- **Communication**
- **Teamwork**



Session #2, Overhead 2

Throughout this session, we will talk about the key words, what they mean and how they apply to your job as a DSP!

## Activity: What's Important for Your Life Quality

**Do**

**Show overhead #3**

**Say**

The topic for today and our next session is person-centered planning and services. First, an activity to get you ready for talking about person-centered planning.

In the *Worksheets and Activities* section of your Resource Guide you will find an activity called *What's Important for Your Life Quality* (please refer to the page number).

The directions for this activity are in your guide. First, make a list of your favorite things to do. For example: what kinds of things do you like to do at home? at work? for fun? around town? what kind of music do you like? what kind of movies do you like? what kind of food do you like?

**Wait**

About 3 minutes and . . .

## Your Presentation Notes

### **Activity: What's Important for Your Life Quality?**

First, write up a list of the things you like to do? For example: at home? at work? for fun? around town? what kind of music do you like? what kind of movies do you like? what kind of food do you like?

A List of the Things Do You Like to Do?

Session #2, Overhead 3

## Activity: What's Important for Your Life Quality?

**First, write up a list of the things you like to do?** For example: what kinds of things do you like to do at home? at work? for fun? around town? what kind of music do you like? what kind of movies do you like? what kind of food do you like?

A List of the Things You Like to Do?

**Do**

**Show overhead #4**

**Say**

On the next page of your *Resource Guide* (please refer to the page number), write up what a week and a weekend day looks like for you right now. For example: what kinds of activities are you doing? what kinds of food would you usually be eating? who else is involved in your life?

**Wait**

About 5 minutes and . . .

**Say**

Last, I want you to think about the things that you need to live a good quality life? Look over your *list of favorite things to do*, your *week* and *weekend days* and ask yourself, which of things do you have to have in your life every day? These are the things that you need to live your life the way you want. If you had to live without these things, it would make your life a lot harder. It might be a favorite activity, food, something you like to wear, someone you like to be with and so on. Look at all three lists (favorite things, weekday and weekend) and **circle those things that you need to live a good quality life.**

## Your Presentation Notes

### Activity: What's Important for Your Life Quality?

Next, what would a typical day and weekend day look like for you? For example: what kinds of activities are you doing? what kinds of food would you usually be eating? who else is involved in your life?

<u>A Week Day . . .</u>	
When you first get up	
During the day	
At night	
<u>A Weekend Day . . .</u>	
When you first get up	
During the day	
At night	

Session #2, Overhead 4



**Next, what would a typical day and weekend day look like for you?** For example: what kinds of activities are you doing? what kinds of food would you usually be eating? who else is involved in your life?

A Week Day ...

When you first get up

During the day

At night

A Weekend Day ...

When you first get up

During the day

At night

**Last, which are the things that you need to live a good quality life?** Look at your *list of favorite things to do, your week and weekend days* and ask yourself, which of things do you **have to have in your life every day?** These are the things that you need to live your life the way you want. If you had to live without these things, it would make your life a lot harder. It might be a favorite activity, food, something you like to wear, someone you like to be with and so on. Look at all three lists (favorite things, weekday and weekend) and **circle those things that you need to live a good quality life.**

**Wait**

For about 3 minutes. (**Note:** While waiting get a piece of flip chart paper ready or a blank transparency. The heading on the paper or transparency should be *must haves*.)

**Say**

You now have written down some of the things about how you like to live. You've circled the things that are so important that you must have every day. What are some of those things?

**Do**

As people mention different things, write them on the flip chart paper or transparency.

**Say**

These are the things (pointing to the list) that we will call your *must haves*. The things you really need to have in your life every day.

**Say**

Of course, people with developmental disabilities also have their every day preferences and *must haves*. Person-centered planning is learning about the everyday things and *must haves* that are important to the people you support. It's also about using that information to make services and supports to people as individualized as possible. For example, activities that people like, food preferences, and hopes and dreams for the future.

Your Presentation Notes

Next, what would a typical day and weekend day look like for you? For example: what kinds of activities are you doing? what kinds of food would you usually be eating? who else is involved in your life?

A Week Day ...

When you first get up

During the day

At night

A Weekend Day ...

When you first get up

During the day

At night

Last, which are the things that you need to live a good quality life? Look at your *list of favorite things to do, your week and weekend days* and ask yourself, which of things do you **have to have in your life every day?** These are the things that you need to live your life the way you want. If you had to live without these things, it would make your life a lot harder. It might be a favorite activity, food, something you like to wear, someone you like to be with and so on. Look at all three lists (favorite things, weekday and weekend) and **circle those things that you need to live a good quality life.**

## Supporting Life Quality

### Say

Providing individualized supports is one of the main values of services for people with developmental disabilities in California.

### Do

#### Show Overhead #5

### Say

If you took the course last year, you may remember the values of the California Developmental Disabilities Service System include:

**Choice**, where to live and with whom, making every day and major life decisions.

**Relationships**, developing friendships and intimate relationships.

**Regular Lifestyles**, people getting involved in the community in the same ways as friends, neighbors, co-workers.

**Health and Well-Being**, freedom from harm, access to medical and dental services.

**Rights and Responsibilities**, people with developmental disabilities have the same legal rights as everyone else, for example, religious freedom, freedom of speech. They

## Your Presentation Notes

### Values of California Service System

- **Choice**
- **Relationships**
- **Regular Lifestyles**
- **Health and Well-Being**
- **Rights and Responsibilities**
- **Satisfaction**

Session #2, Overhead 5

also have the same responsibilities as other citizens, for example, voting.

General **satisfaction** with everyday life.

**Do**

**Show overhead #6**

**Say**

These values are at the heart of good life quality for people with and without developmental disabilities. You can take those values and turn them into some questions that you can ask yourself each day as you work:

**Are there opportunities for the people you work with to:**

- **do things in the community?**  
(for example, go to a local farmer's market, a parade, a community concert, a county fairs)
- **see friends?**  
(for example, at church, at the library, at a coffee shop, going to the movies)
- **meet new people?**  
(for example, joining a local walking or hiking club, volunteering at a senior center, take a class at the community college)
- **do something that he or she likes to do?**

## Your Presentation Notes

### **Ask Yourself Each Day . . .**

- **Are there opportunities for the people you work with to:**
  - **do things in the community?**
  - **see friends?**
  - **meet new people?**
  - **do something that he or she likes to do?**
  - **make choices?**

**Session #2, Overhead 6**

(for example, help cook a favorite meal, shopping for favorite items, starting a morning routine with a cup of coffee or taking a shower)

- **make choices?**

As we talked about in our last session, are there many opportunities for individuals to make choices throughout the day?

**Note:** Be prepared for the wrap-up of this activity with either a blank transparency or a piece of flip chart paper.

**Say**

What are some of the opportunities you provide the people each day to:

- participate in the community?
- see friends?
- meet new people?
- do something that he or she likes to do?
- make choices?

**Do**

Reinforce the discussion by summing up the ways that participants provide opportunities for preferred activities each day and how important that is to a good life quality.

## Your Presentation Notes

### **Ask Yourself Each Day . . .**

- **Are there opportunities for the people you work with to:**
  - do things in the community?
  - see friends?
  - meet new people?
  - do something that he or she likes to do?
  - make choices?

Session #2, Overhead 6

**Say**

Let's watch a videotape about life quality from the point of view of 5 people with developmental disabilities.

**Do**

**Show videotape *Life Quality Focus Group***

**Discuss**

What do you think? Were there any surprises? How are these discussions different from those that you have had with your friends? What were the major themes?

**Note:** The point of the tape is to show the similarity of life quality issues for people with and without developmental disabilities. People usually mention themes like relationships, safety, money, and work.

## Introduction to Person-Centered Planning

**Say**

One of the best ways to support life quality for the people we support is through person-centered planning and services.

## Your Presentation Notes

**Do**

**Show overhead #7**

**Say**

Person-centered planning is written into the Lanterman Act. This is the piece of California legislation that helped start our current statewide system of services for people with developmental disabilities back in the 1970s. The Lanterman Act says that regional centers must use person-centered planning to support the many different ways that people choose to live.

**Do**

**Show overhead #8**

**Say**

It also says that people with developmental disabilities and their families have a right to make choices about:

- where to live (for example, group home or own home);
- how to spend time each day (for example, day program, for work, or for fun);
- with whom to spend time (for example, visiting friends and family) and;
- hopes and dreams for the future (for example, live in a different town or save up for a special vacation).

## Your Presentation Notes

### **The Lanterman Act Says . . .**

**Regional centers must use person-centered planning to support the different ways that people choose to live.**

**Session #2, Overhead 7**

### **Choices Include:**

- **where to live and with whom;**
- **how to spend time each day;**
- **with whom to spend time; and**
- **hopes and dreams for the future**

**Session #2, Overhead 8**



Person-centered planning helps support the choices that people make about their life.

**Do**

**Show overhead #9**

**Say**

Two important things to remember about person-centered planning:

- it's about asking people with developmental disabilities (or their families and friends if they can't speak for themselves) what is important for a good quality life, and
- figuring out ways to support the choices that people make about their lives.

## The Person-Centered Planning Team

**Do**

**Show overhead #10**

**Say**

It takes a team of people working together to do person-centered planning. By law, the people on the team must be the individual with a developmental disability, family members if someone is under 18 years old, a guardian or conservator if the person has one, the regional center service coordinator or someone else from the regional center.

## Your Presentation Notes

### **Important to Remember**

**Person-centered planning is about:**

- asking people (or family and friends if they can't speak for themselves) what is important for a good quality life and,
- figuring out ways to support the choices people make about their lives.

**Session #2, Overhead 9**

### **Person-Centered Planning Team**

- **Individual**
- **Regional Center Service Coordinator**
- **Others might be:**
  - Family and friends
  - Direct Support Professionals
  - Someone to help make decisions or help communicate
  - Others?

**Session #2, Overhead 10**

The team might include other people invited by the individual to participate in the meeting like family, friends and direct support professionals.

**Ask**

Are there others? (**Note:** discussion might include a doctor, psychologist, nurse, speech therapist.)

**Say**

Everyone on the team should be someone who knows the individual. If an individual doesn't speak very well or if he or she speaks a different language, then someone to help with translation should also be on the team.

**Do**

**Show overhead #11**

**Say**

As a DSP, you may be asked to be a member of a person-centered planning team. It's important to remember these five responsibilities of the planning team:

1. getting to know someone really well;
2. finding out about what is important to the person;
3. supporting someone's choices;

## Your Presentation Notes

**Things to Remember**

1. getting to know someone;
2. finding out what's important to him or her;
3. supporting choices;
4. figuring out ways to make those individual choices a part of everyday life; and
5. figuring out what services it will take to support those choices.

Session #2, Overhead 11

4. working with others to come up with a way to make those choices a part of the person's everyday life; and
5. figuring out what services it will take to support those choices.

## Your Presentation Notes

### Active Listening Activity

#### **Say**

Let's work on an activity before we take a break. First, we'll watch a video called *A Conversation with Joe*. It shows a conversation with someone named Joe who is talking about the things that are important in his life.

You might want to take some notes on the activity page titled *Active Listening* (refer to page in resource guide) because when the tape is over, you will be working as a group to make a list of the things that are important to Joe.

#### **Do**

**Show the video *A Conversation with Joe***

#### **Say**

Since many of the people you work with will not be as easy to understand as Joe, let's watch another conversation. This time, you will see an interview with someone named Bruce. He's also talking about some important things in his life. Again, you might

**Activity:**  
**Active Listening - Joe**

First, watch the two videos and take some notes. After you have watched them both, work as a group to come up with a list of things that are important to Joe and Bruce. Don't forget to include the things you hear about favorite activities, relationships, and food.

**What did I hear that's important to Joe?**

**What are some other questions I could ask to find out more about what is important to Joe?**

**Activity:**  
**Active Listening - Bruce**

First, watch the two videos and take some notes. After you have watched them both, work as a group to come up with a list of things that are important to Joe and Bruce. Don't forget to include the things you hear about favorite activities, relationships, and food.

**What did I hear that's important to Bruce?**

**What are some other questions I could ask to find out more about what is important to Bruce?**

want to take some notes for your work as a team.

**Do**

**Show the video *A Conversation with Bruce***

**Say**

Okay, let's break up into small groups and complete the list of important things for both Joe and Bruce.

**Wait about 5 minutes**

**Say**

What did you hear that's important to Joe?  
(**Note:** Write answers on flip chart paper or blank transparency. Answers from participants should include: exercise, good health, good diet, swimming, play ball, movies, going to bars, going out to dinner, girlfriend, holidays, Thanksgiving, a safe neighborhood.) It's amazing what you can learn from a conversation on a videotape. Just think how much more you can learn when you work with someone every day.

Are there some other questions you might ask to find out more about what's important to Joe? (**Note:** Participants might ask about hopes and dreams for the future, or if he would be interested in working.)

## Your Presentation Notes

**Say**

What did you learn that's important to Bruce? (**Note:** Write answers on flip chart paper or blank transparency. The discussion should include things like his job, bowling on weekends, getting married, gardening, his girlfriend Tracy, his family, Luther Vandross.)

Was there anything that Bruce did not want to talk about? (**Note:** He did not want to talk about his friends.)

As you can see with Bruce, it not only takes the right questions, but also some very careful listening to make sure you understand.

Are there some other questions you might ask to find out more about what's important to Bruce? (**Note:** Participants might ask about why he would like a new job, favorite foods, holidays, activities.)

**Say**

Getting to know someone and finding out what's important in his or her life is one of the first steps in person-centered planning. We're going to talk more about how to do that after the break.

Okay, let's take a break!

Your Presentation Notes

Break for 15 Minutes

Your Presentation Notes

## Choice Activity

### **Do**

Divide the group into 2 or more teams and provide each team with only one of the sets of instructions (see next page) which you have copied onto 5 x 9 cards ahead of time.

**Note:** Just a reminder, if you have two teams, you should need one card of each set of instructions. If you have four teams, you will need two cards of each set of instructions.

### **Say**

Okay, let's start off this part of our session with an activity. I'm going to hand each team a set of instructions. First, look at each of the choices numbered 1-3. As a group, make a choice and then record your choice and why your group made it on the Activity sheet in your Resource Guide titled *Choice-making* (refer to the appropriate page).

Wait about 10 minutes and -



**Group 1 Instructions**

As a group, decide which choice(s) to make. Next, record your group's choices and your reasons on the **Choice-making Activity Sheet**.

1. Make two choices of where you might like to go for lunch in the next few days. Your choices are Burger King, McDonalds, Taco Bell, and/or Subway. Why did you choose those two?
2. On an evening out with a friend, make a choice of whether you would rather go bowling or play pool? Why did you choose this activity?
3. Choose whether you would rather watch the news or soccer on t.v. tonight? Why did you choose that program?

**Group 2 Instructions**

As a group, decide which choice(s) to make. Next, record your group's choices and your reasons on the **Choice-making Activity Sheet**.

1. If you could go anywhere you wanted for lunch for the next couple of days, what two places would you choose to go? Why did you choose these places?
2. If you could go anywhere you want for a fun evening out with a friend, where might you choose to go? Why did you choose as you did?
3. What would you likely choose to watch on t.v. tonight? Why would you choose this program?

Activity:  
Choice-making

Write notes on what choice the group has made and why the group made the choice.

**Choice 1:**

**Why did the group make this choice?**

**Choice 2:**

**Why did the group make this choice?**

**Choice 3:**

**Why did the group make this choice?**

**Do**

**Show overhead #12**

**Say**

First, let's hear from Group 1. What choices did you make and why?

Now, how about Group 2? What kinds of choices did you make and why?

After all groups have completed reporting -

**Ask**

How does the limiting of the choices affect the choices made? How did you feel when you made "your choice?"

What gets in the way of opening up opportunities for making choices with the people we support?

What can DSPs do to increase the opportunities for choice?

**Note:** Participants will likely talk about the difficulty of offering choices to groups of people who have different likes and dislikes, and who have limited budgets. In terms of what can be done to open up opportunities, the discussion could include: going out in smaller groups; and, reading the newspaper and talking to others about new things to do or places to go.

## Your Presentation Notes

### Activity: Choice-making

Write notes on what choice the groups has made and why the group made the choice according to the instructions given to you.

Choice 1:

Why did the group make this choice?

Choice 2:

Why did the group make this choice?

Choice 3:

Why did the group make this choice?

Session #2, Overhead 12

## Say

Figuring out individual preferences and offering choice opportunities based on those preferences is one of the most important parts of person-centered planning. Let's talk some more about how the DSP can help make person-centered planning successful.

## The Role of the Direct Support Professional in Person-Centered Planning

### Say

Getting to know someone is at the *core* of person-centered planning. Of course, the best way to get to know someone is to spend time doing things together; talking; listening; and watching to figure out what is important to someone. The *Direct Support Professional* is often in the best position to know this information.

### Do

Show overhead #13

### Say

The best way to find out about someone's like and dislikes is to ask him or her. *What's your favorite meal? If you could go anywhere in this town, where would it be? What kinds of music do you like best? What's your favorite weekend activity?*

## Your Presentation Notes

### Ask, Observe, Ask Others

#### Ask the individual

- what's your favorite meal?
- do you like this music?

#### Observe

- provide a variety of choices
- smiles, frowns, eagerness

#### Ask others

- when he is happiest?
- places she likes to go

#### Review records

#### Record what you learn

Session #2, Overhead 13

When an individual cannot speak for him or herself, it's important for the DSP to spend more time observing activities in the home (for example, meal time, outings, free time) and the way that people respond to them. Do you see smiles, frowns, shrugs, eagerness? This will start to give you an idea of the kinds of things that people like and do not like to do and with whom they like to spend time.

If someone is new to the home or it's difficult to figure out his or her preferences, it's important to start writing down preferred items and activities (for example, foods at meal time, free time activities) from the beginning.

You will also want to ask others. If there are family and friends, or day program staff who know the person well, remember to ask them questions about preferences. *When does he seem to be the happiest? What are her favorite places to go?*

Finally, you may find additional information about preferences in the individual's record. If there is a summary of a person-centered planning session, you should find a list of likes, dislikes and preferences.

As you learn about individual preferences, it's important to communicate them to other staff and to the person-centered planning team. You might do this in staff meetings,

## Your Presentation Notes

team meetings, a staff log, or in progress notes. This will help create more opportunities for favorite activities and foods to be included in daily routines. It will also help the team develop more person-centered services and supports.

**Do**

**Show overhead #14**

**Say**

As stated earlier, when people do not communicate with words or signs, it's often very difficult to figure out preferences, likes and dislikes. So, observing behavior is very important. Individual behavior usually communicates three things:

- What someone wants
- What someone does not want
- When someone needs your attention

**Ask**

How would someone's behavior tell you that he or she wanted something?

**After discussion**

**Say**

When you offer a person a choice of foods for dinner, he or she might point to a preferred food or look in the direction of that food. Or, if you mention that you are

## Your Presentation Notes

**What Behavior  
Communicates**

- **What someone wants**
- **What someone does not want**
- **When someone needs your attention**

**Session #2, Overhead 14**

going on an outing to the park and someone quickly exits the house to get into the van, that would tell you that the person likes something about the activity (for example, riding in the car, playing frisbee at the park).

Sometimes, it's easier to figure out what a person doesn't like. For example, someone might spit out food that he or she did not like, or push away a staff person who wants to help.

Imagine that you don't have words to describe your feelings.

**Ask**

What are some other ways that you would let someone know that something was making you unhappy?

**Note:** Participants might mention things like walking away from an activity, a frown, all "body" language like crossing arms.

**Say**

Now that we have spent some time talking about person-centered planning and your role in the process, let's see what a person-centered plan looks like.

## Your Presentation Notes

## Fred's Plan

**Do**

**Show overhead #15**

In the Worksheets and Activities section of your resource guide (refer to the page number), you will find a summary and activity titled *Planning with Fred*. If you want to learn more about Fred at a later time, you also will find the complete plan in your resource guide (mention the page number).

Fred's person-centered plan includes:

- a summary of what people learned about Fred using a person-centered planning process;
- information gathered at Fred's group home from Fred and his mom, DSPs and the regional center service coordinator;
- information to be used in developing an Individual Program Plan. We'll see what that looks like in our next session together.

**Do**

**Show overhead #16**

**Say**

Before we start an activity using Fred's person-centered plan, I'll tell you what I know about him. He is almost 30 years old.

## Your Presentation Notes

### **All About Fred**

- **A summary of what people learned about Fred**
- **Completed at Fred's group home with Fred, Fred's mom, DSPs, and regional center service coordinator**
- **Next step is to write a person-centered Individual Program Plan**

**Session #2, Overhead 15**

### **More About Fred**

- **About 30 years old**
- **Autism and challenging behavior**
- **Does not use words, but uses signs and gestures**
- **Can do things if reminded**
- **Goes to a day program**
- **Mother is very involved**

**Session #2, Overhead 16**



## Activity: Planning with Fred

After you break into small groups, spend about 5 minutes looking over some things we know about Fred. As a group, answer the questions at the end of this activity. Make sure that someone plays Fred and answers your questions about possible activities and meals.

### **Fred's Likes and Dislikes**

*Fred likes:* hiking, running/jogging, walking, swimming; helping staff out with chores; riding in the car or van; sifting sand; drawing; playing games; books; practicing his communication signs; and many different kinds of food (popcorn, healthy chips, fresh beans, pinto beans, garbanzo beans, refried beans, salad with no dressing, pesto, spicy food, salsa, ice cream, cookies, corn dogs, white crackers, steak, beef and broccoli dishes, gumbo, Mexican food, french fries, fried fish, jelly sandwiches, avocados, potatoes, "greasy food", sugarless candy, apples carrots, natural sodas, bagels).

*Fred does not like:* most sandwiches, pot roast, tuna, mayonnaise, mustard, ketchup, condiments or sauces or dressing on salad; and taking out the trash.

### **To Be Successful with Fred, We Need to -**

- be truthful with him and follow through on what you promise him;
- give him the opportunity to choose where he goes and what he does on outings whenever possible;
- if you can't do an activity or give him a choice, tell him the reasons and explain why;
- let him know you are ready to go only when you are ready to go because Fred hates to wait;
- know that sometimes Fred will do things that bother you or bug you and if you show it, he will do it more; and
- remember that Fred uses signs and gestures and that if you don't understand him, then ask yes and no questions.

### Challenging Behaviors

*Fred's challenging behaviors include:* taking off clothes and shoes in public; leaving the house on his own without telling anyone; takes off his seat belt when riding in a car or van; rips books apart and magazines; spits out medications; and, he urinates in public if he has to go to the bathroom.

### To Work with Fred's Challenging Behaviors, We Need to -

- remember that he will usually want to leave the house when it's crowded, someone is upset, or when staff changes;
- make sure that a staff person always knows where he is in the house;
- take him home immediately, if he takes off any clothing or urinates in public; and
- always remember to ask him to use the restroom before leaving the house and often when you are in the community.

### Health Concerns

*Fred's health concerns include:* sometimes get constipated when he eats peanuts, cheeses, dairy products, sugar and caffeine; very sensitive to sugar and food additives; must take his medications as they are prescribed and drink lots of water; he sometimes has seizures; he has allergies; and he must not have a blood transfusion.

### To Support Fred's Health, We Need to -

- be sure he has a high fiber diet with plenty of fruit and vegetables;
- prepare sandwiches without mayo, mustard, or ketchup;
- make sure he drinks lots of water;
- understanding the seizure protocol;
- make sure he has an opportunity to exercise daily; and
- remember that Fred cannot get a blood transfusions if he goes to the hospital.

He has autism and some behavior that is challenging to the people who work with him. For example, he likes to get away by himself and will do so if someone isn't with him. He does not use words, but uses a few signs and gestures to communicate. He can do a lot of things for himself if you remind him. He goes to a day program during the week and makes some money from production work. His mother lives in the same county as Fred's care home and likes to see him as much as possible.

**Say**

After you have divided up into small groups, one of you should volunteer to be a recorder for this activity. You will be using Fred's plan to help you. Spend about 5 minutes reading through the plan and discussing it.

After you do that, work as a team to come up with some possible activities and two dinner menus for the upcoming week that

**Your Presentation Notes**

## Activity: Planning with Fred

As a group, answer the following questions based on what you know about Fred. Make sure that someone plays Fred and answers your **yes** and **no** questions about possible activities and meals.

### **1. Some possible activities for the week.**

- Hiking, running/jogging, walking, swimming
- Helping staff out with chores
- Going somewhere in the car or van
- Going to the beach
- Practicing communication signs

### **2. A menu for two dinners.**

*Possible menu items for dinner could include:* fresh beans, pinto beans, garbanzo beans, refried beans, salad with no dressing, pesto, spicy food, salsa, ice cream, cookies, steak, beef and broccoli dishes, gumbo, Mexican food, French fries, fried fish, avocados, potatoes, apples, carrots, natural sodas.

reflect some of Fred's preferences or likes and dislikes.

Since person-centered planning always includes the person, someone in your group needs to play Fred. You can ask Fred **yes** and **no** questions about possible activities chores and meals. Fred will answer by shaking his head.

**After about 5 minutes**

**Say**

Okay, make sure that you spend the next 10 minutes working on the activity and menu plan.

**After about 10 minutes**

**Say**

Let's hear what you figured out. (Note: Let each group present their ideas. There are possible answers on the activity sheet in the following page.)

**Do**

**Show overhead #17**

**After discussion -**

**Say**

So far, we have talked about several things we can do with the information we get from person-centered planning. We have used it to figure out: (1) what's important to someone; and (2) ideas for both scheduling

## Your Presentation Notes

### IMPORTANT NOTE

Before you start this activity, please mention the following to your class:

**Just a reminder that the purpose of a role play is to give you a chance to practice in situations that are as realistic as possible. In no way are these activities meant to demean or show disrespect for individuals with disabilities.**

### **Activity: Planning with Fred**

As a group, answer the following questions based on what you know about Fred. Make sure that someone plays Fred and answers your **yes** and **no** questions about possible activities and meals.

1. Some possible activities for the week.

2. A menu for two dinners.

**Session #2, Overhead 17**

activities and for menu planning. All of these things help to make the services and supports you provide more person-centered.

## Teamwork and Working with Families

### Say

Before we work on our last activity, let's talk a bit about teamwork and working with families. Both are very important parts of person-centered planning.

### Do

**Show overhead #18**

### Say

Teamwork is a key to successful person-centered planning and services for people with developmental disabilities. In addition to the individual, a planning team will likely include family members, consultants, health professionals, regional center staff, as well as support staff. As you may be participating on a planning team for someone you work with and support, it's important for you to know some basics about teams and how they work best.

Teamwork is about sharing, cooperating, and helping one another. An effective team is a group of people working together with a

## Your Presentation Notes

### Teamwork

- **Teams include coworkers, families, regional center, other community agencies**
- **Trust is the basic element for success**
- **Other elements**
  - Open, honest communication
  - Access to information
  - Focus on the goal

Session #2, Overhead 18

common purpose, who value each others contributions and are working toward a common goal. When people are working as a team, they usually get better results than when they are not working together and, in fact, may be working against each other.

Many experts say trust is basic to successful teamwork. Trust takes time. It depends on people getting to know each other to see whether they say what they mean and do what they say - whether they contribute to the work of the team in a positive way.

Besides **trust**, other values that support teamwork are:

- open, honest communication;
- equal access to information; and
- a focus on the goal.

**Do**

**Show overhead #19**

**Say**

Everyone has an important role to play on the person-centered planning team.

Individuals with developmental disabilities and their families, of course, have a big part to play. As team members, they talk about their choices, hopes and dreams and what

## Your Presentation Notes

### **Important Roles on Team**

- **Individuals and families**
  - preferences, choices, hopes and dreams
- **DSP**
  - information from talking, observing and asking others
- **Service Coordinator**
  - coordinate services that support individual choice

Session #2, Overhead 19

services and supports they need to be successful.

Direct Support Professionals may help people talk about their choices, hopes and dreams and provide information to the team about what they have seen and heard. Most importantly, DSPs provide services and supports which help individuals work towards their hopes and dreams.

Regional center service coordinators help write up the person-centered IPP and look for services and supports when needed.

**Do**

**Show overhead #20**

**Say**

Families communicate valuable information about the preferences, likes and dislikes of a relative to the DSP and the team. Here are some general tips for encouraging successful communication with families:

*Regular contact*

It's important to encourage contact with family members whenever possible.

*Communicate first and often*

Early and ongoing communication is important to building a good relationship with family members. All too often, the first

## Your Presentation Notes

### **Communication with Families**

- **Regular contact**
- **Communicate first and often**
- **Be positive**
- **Use different methods**
- **Be honest**
- **Be an advocate**
- **Share what you learn**
- **Show you care**

**Session #2, Overhead 20**



contact between a DSP and a family member involves a problem. This is a frustrating way for a family member to start a relationship with a caregiver for a relative.

The DSP should look for opportunities for family involvement, for example, birthday celebrations, weekend dinners, etc.

*Be positive*

The relationship between families and DSPs should be a positive one. It should be seen as a chance to work together to serve the best interests of the individual.

*Use different methods to communicate*

Speaking with family members and writing them notes are just two methods of communicating with families. Be creative! Be practical!

*Be honest*

Honesty in your interaction with families is very important. Sometimes this can be very difficult, especially when the information may be difficult to accept. Learn how to best approach family members.

*Be an advocate*

As DSPs, we have a dual role. Not only are we responsible for the day-to-day care of the individuals we serve, we are also called to advocate on their behalf. This is probably one

## Your Presentation Notes

of your most important functions, as it involves serving the best interest of those with whom we work. At times, being an advocate will involve working together with family members on behalf of the individual. At other times, it might involve advocating on behalf of the individual in matters with which the family might disagree.

### *Share what you learn.*

When family members share important information with you, make sure that it gets shared with other DSPs. Remember, you are all working together to support the individual.

### *Show you care.*

Your genuine concern for the individual, as well as for their family members, will serve you well. Sharing observations with family members as well as asking for their input, will go a long way in maintaining positive communication.

Last, but certainly not least, be sensitive to the individuals you support who may not be enthusiastic about the involvement of their families. Adults who do not have a guardian or conservator, have a right to decide how much family involvement they want. This may be something you have help individuals and their families work.

### **Communication with Families**

- **Regular contact**
- **Communicate first and often**
- **Be positive**
- **Use different methods**
- **Be honest**
- **Be an advocate**
- **Share what you learn**
- **Show you care**

Session #2, Overhead 20

**Say**

To summarize what we have been talking about, teamwork is an important part of successful person-centered planning.

**Do**

Show overhead #21

**Say**

Let's complete one final activity before we end our session. This one is called *Successfully Supporting Fred* (refer to the page number in the resource guide).

After you have divided up into small groups, choose a recorder for this activity. You and your team are working on **A Team Summary** for Fred who lives in the home where you work. This summary will help all staff remember what works and what doesn't work well in supporting Fred.

As a team, write up a list of the most important things that everyone needs to do to be successful in supporting Fred. Once again, make sure that someone role plays Fred and answers your questions with **yes** and **no**. You can look back at Fred's plan. Don't forget diet, health, safety and behavior challenges.

Again, your job is to look over the information about Fred and pull out the things that you think a DSP should always do

## Your Presentation Notes

### Activity: Successfully Supporting Fred

What Should You Always Do?

What Should You Never Do?

Session #2, Overhead 21

and those things that a DSP should never do when working with Fred.

**After about 10 minutes . . .**

**Say**

Okay, what do you have on your lists?

**(Note:** Use two pieces of flip chart paper or two blank transparencies. As each group shares, write up a summary of *should always do* and *should never do* on the paper or transparency.)

**Ask**

Was that a difficult activity?

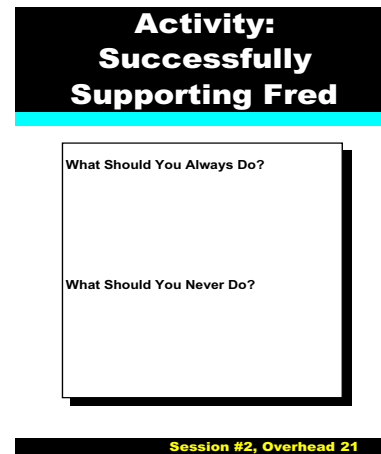
How did you decide what to leave in and what to leave out?

**Say**

We've just talked about several important uses of person-centered planning. Today, we have used it to figure out: (1) what's important to Fred; (2) ideas for both activity scheduling and menu planning; and (3) how to be successful in supporting Fred. It's important to remember that this kind of planning can be done with children and adults and with people with different disabilities.

In our next session, we'll look at how the information from the person-centered planning process is written into an Individual

## Your Presentation Notes



## Activity: Successfully Supporting Fred A Team Summary

After you have divided up into small groups, one of you should be a recorder for this activity. You and your team are working on **A Team Summary** for Fred who lives in the home where you work. This will help all staff remember what works and what doesn't work. It's time to complete a summary for Fred. As a team, write up a list of the most important things that everyone needs to do to be successful in supporting Fred. Once again, make sure that someone plays Fred and answers your **yes** and **no** questions. You can look back at Fred's plan and don't forget diet, health, safety and behavior challenges.

### What Should You Always Do?

- Make sure he has a high fiber diet with plenty of fruit and vegetables
- Understand the seizure protocol
- Remember that he cannot have a blood transfusion
- Give him the opportunity to choose outings
- Know that he'll want to leave the house when it's crowded, someone's upset, or when staff changes
- A staff person should always know where he is
- If he takes off his clothes or urinates in public, take him home immediately
- Make sure he uses restroom before leaving house and often in community
- Follow-through on what you promise
- Explain why if you can't do an activity
- Make sure you are ready to go before you tell him it's time to go
- Make sure he gets a chance to exercise each day
- Make sure he drinks lots of water
- Ask him yes or no questions if you cannot understand him

### What Should You Never Do?

- Prepare sandwiches made with mayo, mustard, or ketchup
- Make him wait while you get ready to go some place
- Ask him to take out the trash
- Let him take his medication without watching him
- Give him a tuna sandwich in his lunch
- Leave him alone in the house or garage
- Give him peanuts, cheese, dairy products, sugar or caffeine

Program Plan. We will also talk about a way of looking at and improving service quality.

In the back of the *Resource Guide* (refer to the page number, you will find **Joan's Meeting**, which is a summary of a person-centered planning meeting.

## Presentation and Review of Optional In-Class Activity

**Note:** If you have time at the end of this session, here is an optional activity you can use. You could also use this for a homework activity. You can use the teacher's script below for either a wrap-up of this session or as a lead-in to the next session.

### **Say**

At the back of your *Resource Guide* (refer to the page number), you will find an optional activity titled *Looking at Service Quality*. It was adapted from a tool that the Department of Developmental Services offers to service providers and is based on the values of life quality that we talked about at the beginning of this session, like choice, relationships, health and well-being. As you read each of the statements on the checklist, think about the services for people who live in the home where you work. **What do you think most of the time?** about the services and supports for people who live where you work.

## Your Presentation Notes

For example, the first question is *We know each person's likes, dislikes, and needs*. Do you think that most of the time, your DSP team at the home **knows** the likes, dislikes and needs of the people you support, or is that something that **could be improved**, or does your team **not currently know** this information.

After about 5 minutes -

**Say**

Your activity gave you a chance to think about the services you provide at the home where you work. It allowed you to look at those services based on the values of the developmental services system in California. As a team, I would like you to work on the activity titled *Looking at Service Quality* (refer to page number in the resource guide).

As teams, first figure out the number of **yes**, **could be improved** or **no** for each section (for example, CHOICE).

Next, write below the three areas with the highest **yes** numbers. Then, write down the area with highest **could be improved** or **no** number. Finally, come up with some ways that you can think of to improve services in that area.

## Your Presentation Notes

**Wait about 10 minutes**

**Say**

What did you find out about the areas with the three highest **yes** numbers?

(**Note:** Ask each group and compile the top three areas on a flip chart or blank transparency. When completed, look for trends and similarities in the information.)

It sounds like we have some good quality services in the areas of (name the top vote getters on the list).

Which area could be improved?

(**Note:** Again, ask each group and compile the **could be improved** areas on a flip chart or blank transparency. When completed, look for trends and similarities in the information.)

It sounds like many of you can see room for improvement in the areas (name the most commonly identified area).

Why do you think that's the case?

What are some of the ways that you have come up with as a group to improve services in that area?

Your Presentation Notes



## Optional Activity: Looking at Service Quality

Adapted from Department of Developmental Services (1999)

As you read each of the following statements, think about the services for people who live in the home where you work. **What do you think about those services and supports most of the time?**

	Yes	Could Be Improved	No
<b>CHOICE</b>			
We know each person's likes, dislikes, and needs.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual choices and preferences are a part of each person's daily life .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If individuals cannot communicate, there is someone who helps speak for that person (for example, family member, advocate)? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We all know the goals in each person's Individual Program Plan ? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Each individual has opportunities for making everyday (for example, when to get up, what to wear, what to eat) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Each individual has opportunities for making major life decisions .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training and support in choice and decision-making is provided for individuals as needed .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>RELATIONSHIPS</b>			
Individuals make contact with family, friends, and community members on a regular basis .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individuals have opportunities to meet new friends .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People have a choice of who to spend time with and where	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People have the support they need for having contacts with family, friends, and community members .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People have the support they need to make new friends and caring relationships .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Someone is available and willing if an individual wants to talk about relationship difficulties (for example, problems with boyfriends or girlfriends) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## LIFESTYLE

Each individual has a method of communication and someone to talk to (in their same language) ..

Yes      Could Be Improved      No

☐      ☐      ☐

Each person has adaptive devices or equipment as needed (for example, a communication device, wheelchair, special eating utensils) .....

☐      ☐      ☐

Each individual has opportunities for learning things that lead to greater independence .....

☐      ☐      ☐

Each person have opportunities for completing everyday life activities on his or her own or with support..

☐      ☐      ☐

We know the religious or cultural preferences of each person and honor those preferences .....

☐      ☐      ☐

Each individual participates in everyday community activities with other community members ...

☐      ☐      ☐

## HEALTH and WELL-BEING

The home accessible and safe for each person who lives there .....

☐      ☐      ☐

Each person has opportunities to exercise .....

☐      ☐      ☐

Individuals are provided with health care to meet their needs .....

☐      ☐      ☐

We all know about the medications (and side effects) used by each individual .....

☐      ☐      ☐

Information about safe sex, drugs, and/or alcohol abuse is provided if needed .....

☐      ☐      ☐

Each person knows what to do in an emergency or there is someone to help him/her in an emergency

☐      ☐      ☐

## **RIGHTS**

	Yes	Could Be Improved	No
Each individual is safe from abuse, neglect, or exploitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Each person knows his/her rights and responsibilities and is supported in learning about them .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individuals speak up for themselves or receive training or support in speaking up for themselves .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individuals have training or support on what to do if harmed by someone else .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individuals are treated with respect by those who work with him or her and by others in the community .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## **SATISFACTION**

Individuals are satisfied with the services and supports they receive in the home .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends and family of the individual are satisfied with the services and supports we provide .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are opportunities for the individuals we support to tell us if they are not satisfied .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We are satisfied with the services and supports we provide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In general, the people we support are happy with their lives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Optional Activity:  
Looking at Service Quality

As a group, figure out the number of **yes** and **could be improved** or **No** for each section (for example, CHOICE).

	Yes	Could Be Improved or No
CHOICE	_____	_____
RELATIONSHIPS	_____	_____
LIFESTYLE	_____	_____
HEALTH and WELL-BEING	_____	_____
RIGHTS	_____	_____
SATISFACTION	_____	_____

Now, write below the three areas with the highest **yes** numbers:

\_\_\_\_\_

Next, write down the area with highest **could be improved** and **no** number:

\_\_\_\_\_

What are some ways you can think of to improve services in that area?

(**Note:** Ask each group to name the area of improvement and their ideas. Encourage all ideas for service improvement.)

The purpose of this activity was to give you the experience of looking at the services provided in your home using the same values that the State of California uses to look at whether or not services promote individual life quality. Next session, we're going to look at how Individual Program Plans can improve the life quality of individuals you support and your service quality as well.

## Practice Questions

### **Say**

In your *Resource Guide* (refer to the appropriate page), you will find some practice review questions about this session.

Please take a few minutes to read the questions and mark your answers on the practice form.

Wait about 5 minutes -

### **Say**

Let's review your answers. (**Note:** The answers are underlined in your teacher's guide.)

## Your Presentation Notes

**Do**

Make sure that all of the questions are answered correctly and review the information as needed.

**Ending the Session**

**Say**

Don't forget to look at the key words for the next session. You can find the definitions for a session at the end of the each *Resource Guide*. All of the words for Year 2 are in the **Key Word Dictionary** in the *Resource Guide*, Session #12. Any questions? See you next time.

**Your Presentation Notes**

## Key Word Dictionary

### Person-Centered Planning Session #2

#### **Ask, Observe, Ask Others**

The best way to find out about someone's like and dislikes is to ask him or her. When an individual cannot speak for him or herself, it's important for the DSP to spend more time observing activities at the home and the way that people respond to them. If someone is new to the home or it's difficult to figure out his or her preferences, it's important to start writing down preferred choices from the beginning. It's also important to provide those choices again to make sure that your hunches are correct. You will also want to ask others. If there are family and friends, or day program staff who know the person well, remember to ask them questions about preferences. Finally, you may find additional information about preferences in the individual record.

#### **Choice**

A choice is a statement of preference. Individuals with developmental disabilities have a right to make choices including where and with whom to live, the way they spend their time each day and with whom, what things to do for fun, and plans for the future.

#### **Communication**

Communication is the process of sending and receiving information to others. We communicate for many reasons, including: (1) giving and getting information; (2) expressing feelings; (3) problem solving; (4) teaching; (5) socializing; (6) persuading; (7) decision-making; and (8) building relationships. Regardless of the reason we are communicating, it is important to be clear about the message, and be certain that we understand another person's message to us.

#### **Person-Centered Planning**

Person-centered planning is one way of figuring out where someone is going (life goals) and what kinds of support they need to get there. Part of it is asking the person, their family, friends and people who work with him or her about the things she or he likes to do (preferences) and can do well (strengths and capabilities). It is also finding out what things get in the way (barriers) of doing the things people like to do.

### **Person-Centered Planning Team**

Everyone who uses regional center services has a planning team. The people on the team must be the person who uses regional center services (and family members if someone is under 18 years old), the regional center service coordinator (social worker, case manager, or counselor) or someone else from the regional center. The team can also include people who are asked to be there by the individual like family, friends and *direct support professionals*.

### **Preferences**

Preferences are things like how an individual wants to spend time each day, the kinds of food someone prefers, their personal and cultural traditions, family connections, friendships whom they want to spend time with, and their hopes and dreams for the future.

### **Teamwork**

Teamwork is about sharing, cooperating, and helping one another. An effective team is a group of people working together with a common purpose, who value each others contributions and are working toward a common goal. Working through teams usually gets better results than a lot of individual efforts which may be working against each other.



## **If You Want to Read More About Person-Centered Planning and Services**

### **A Workbook for Your Personal Passport**

by Allen, Shea & Associates (1996) with special thanks to: Patsy Davies, Claudia Forrest, Mark Rice and Steve Sweet

This workbook is for people with developmental disabilities and their friends and families who want to learn more about person-centered planning. It also provides an easy way to work on a first plan.

### **All My Life's A Circle**

#### **Using the Tools: Circles, MAPS & PATHS**

This booklet (1994) was written by Mary Falvey, Marsha Forest, Jack Pearpoint, and Richard Rosenberg.

It's all you wanted to know about how these three powerful processes work. Available from Inclusion Press International, 24 Thome Crescent, Toronto, ON, Canada M6H 2S5, tel: (416) 658-5363, fax: (416) 658-5067, e-mail: [includer@idirect.com](mailto:includer@idirect.com), CompuServe: 74640,1124.

### **Developing First Plans! A Guide to Developing Essential Lifestyle Plans**

by Michael Smull & Bill Allen (1999)

Essential lifestyle planning is one form of person centered planning. It is a way to learn what is important to each person in everyday life. This manual is intended for use by those who have completed training in how to develop plans. It is **not** a substitute for training and should not be used without training. For more information about training, visit [www.allenshea.com](http://www.allenshea.com) and click on *M. Smull and Friends*.

### **It's Never Too Early, It's Never too Late!**

by Beth Mount and Kay Zwernik (1988) from the Governor's Planning Council on Developmental Disabilities

The goals of personal futures planning are to help someone develop a picture of what the future will look like for him or her, to build a circle of people who will help support that picture or plan, and to take some first steps. For more information on how to use personal futures planning, you can get a copy of this booklet from the Governor's Planning Council on Developmental Disabilities, 300 Centennial Building, 658 Cedar Street, St. Paul, Minnesota 55155, tel: (612) 296-4018, fax (612) 297-7200.

**Listen, Understand, Plan, Support: A Resource Guide on Individual-Centered Planning**

developed by Allen, Shea & Associates for CARF . . . The Rehabilitation Accreditation Commission (1996)

In this resource guide, you will find some general information about: the basic concepts of individual-centered planning; an example of the process from information gathering to plan development; ideas about facilitating a planning team; additional resources you can purchase which will provide more information about planning in this way; some brief articles about planning in different service environments; and several checklists to help you look at your planning process.

**My Life Planner; Letting Go; Dream Deck**

by Emilee Curtis and Milly Dezelsky (1993)

*My Life Planner* and *Letting Go* (1993) provide a variety of activities to assist people with developmental disabilities and family members in planning for the future and figuring out more about their preferred lifestyles, interests, and preferences. *Dream Deck* (1993) is a visual approach to finding out more about preferred activities and interests. For information on purchasing these and other great documents, contact New Hats, Inc., P.O. Box 57567, Salt Lake City, Utah 84157-7567

**References for this Session**

**A Workbook for Your Personal Passport**

by Allen, Shea & Associates (1996) with special thanks to: Patsy Davies, Claudia Forrest, Mark Rice and Steve Sweet

**Developing First Plans! A Guide to Developing Essential Lifestyle Plans**

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**Listen, Understand, Plan, Support: A Resource Guide on Individual-Centered Planning**

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**Put in a Good Word for Me**

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**The 10 Minute Guide to Teams and Teamwork**

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